DOCUMENT RESUME

ED 115 052 88 EC 080 584

TITLE	Early Prevention of School Failure: Illinois Title III ESEA Project.
INSTITUTION	Illinois State Office of the Superintendent of Public Instruction, Springfield.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[74]
NOTE	45p.
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	Exceptional Child Education; *Identification; Kindergarten; *Learning Disabilities; *Preschool Education; Prevention; *Program Descriptions; Program Effectiveness; Screening Tests
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Project Early Prevention of School Failure

ABSTRACT

Described in three documents is the Early Prevention of School Failure Project which is designed to identify and provide programs for preschool learning disabled children. Screening tests are said to include evaluations of visual motor integration, speech, language and motor development. Considered in the pamphlet are services provided in Model Learning Disability Kindergartens for children with severe learning problems and therapy and teacher consultation services for children with milder difficulties. It is explained that validation results indicate growth exceeding project objectives in receptive language, visual motor and psycholinguistic development. Provided in accompanying documents are information regarding replication of the project in local schools, an annual report to the President and Congress which touches on program implementation costs. (CL)

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A Nationally Validated
Title III ESEA
Developer-Demonstrator
Project Designed
for the

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Early Prevention of School Failure

EC 080 589

Early Prevention of School Failure
114 North Second Street
Peotone, Illinois
A Nationally Validated Title III ESEA Project

Sponsored By
The United States Office of Education
ESEA Title III, Section 306
Washington, D.C.
and
The Office of the Superintendent
of Public Instruction
ESEA Title III
Springfield, Illinois

A NOTE FROM THE ILLINOIS STATE-WIDE FACILITATOR:

The preceding information has been compiled and produced under an ESEA Title III, Section 306 grant to disseminate and encourage adoption of nationally validated educational alternatives.

For further information on this project and many other curricula innovations, please contact the Illinois State-wide Facilitator:

Shirley Menendez, Coordinator
Project M.E.D.I.A.
415 North Blanche
Mounds, Illinois 62964
Telephone: (618) 745-9415

FOCUS ON PRE-KINDERGARTEN CHILDREN

Success in preventing school failure has been nationally validated in the Title III ESEA Project, EARLY PREVENTION OF SCHOOL FAILURE. Initiated in 1971, this Title III project has effectively demonstrated that failure in school can be prevented through early identification and remediation of developmental deficiencies in kindergarten children.

Selected as a Developer/Demonstrator Project by the United States Office of Education in Washington, D.C., the EARLY PREVENTION OF SCHOOL FAILURE program is scheduled for demonstration and implementation throughout the nation. The leadership training program and materials provided by the Title III staff will enable any school district to develop and implement a highly successful and innovative program designed to prevent school failure.

The purpose of this brochure is threefold:

(1) To make school districts throughout the 50 states AWARE that school failure can be prevented

(2) To provide an overview of the project objectives and describe the program and services designed to prevent school failure

(3) To FACILITATE THE ADOPTION of the EARLY PREVENTION OF SCHOOL FAILURE project by providing information regarding in-service training programs, educational materials and consultant services which are available to local school districts throughout the nation.

L E A R N I N G

PROJECT OBJECTIVES

The goal of the EARLY PREVENTION OF SCHOOL FAILURE PROJECT is to prevent school failure through early identification and remediation of developmental learning deficiencies in kindergarten children; deficiencies that would adversely affect their school performance. This goal is achieved by the successful accomplishment of four major project objectives. These objectives are:

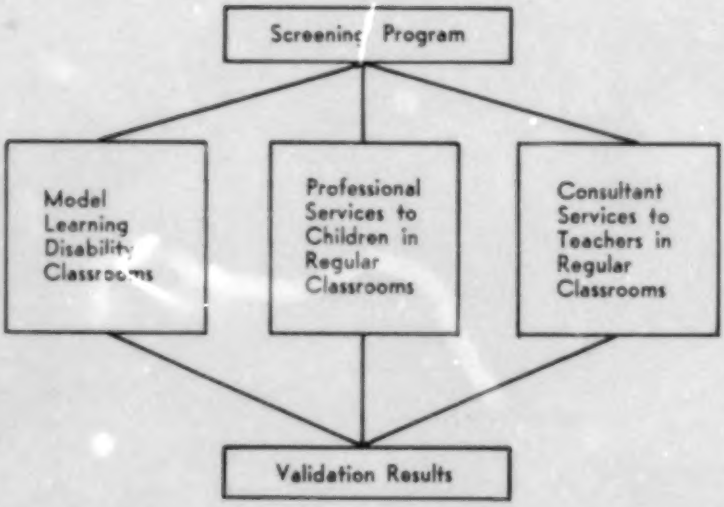
(1) To SCREEN all kindergarten children during the summer prior to their initial enrollment in school in order to identify learning problems that could adversely affect school performance

(2) To provide PROFESSIONAL SERVICES to all children who are enrolled in regular kindergarten classrooms

(3) To provide CONSULTANT SERVICES to teachers in regular kindergarten classrooms

(4) To provide SPECIAL EDUCATION SERVICES for children identified as having moderate or severe learning problems through the development of Model Learning Disability Classrooms.

AN OVERVIEW OF THE PROJECT


Screening Program
Model Learning Disability Classrooms
Professional Services to Children in Regular Classrooms
Consultant Services to Teachers in Regular Classrooms
Validation Results

SCREENING

The EARLY PREVENTION OF SCHOOL FAILURE PROJECT begins with the screening of all children during the summer prior to enrolling in kindergarten. The purpose of the screening procedure is to determine each child's readiness for kindergarten and to identify those children who may have one or more learning problems in the area of speech, language, audition, motor coordination and emotional-social development.

As many as 20 children can be screened during the 1½ hour session. During the time their children are being screened parents are given an extensive orientation concerning the program. Children are tested at individual screening stations and are allowed to play in the kindergarten room between tests. Each test takes from 5 to 10 minutes to administer.

Tests are scored immediately after the screening session and professional staff members meet to determine appropriate individualized learning programs for each child. On the basis of diagnostic screening scores the professional staff recommends one of three educational programs for each child:

(1) A child may need further testing and possible placement in a learning disability kindergarten classroom

(2) A child may need professional services which can be provided in a regular kindergarten classroom

(3) A child may be ready for entrance into a regular kindergarten classroom.

LEARNING DISABILITY KINDERGARTEN CLASSROOMS

Children identified as having severe learning problems are given a thorough diagnostic evaluation consisting of a psychological battery, a social history, a health history and classroom observation prior to placement in a Learning Disability Kindergarten.

Each Model Learning Disability Kindergarten is staffed by a learning disability teacher and a teacher assistant. Each class is limited to a maximum of fifteen children. The low student-teacher ratio permits a highly individualized prescriptive learning program for children with special learning problems.

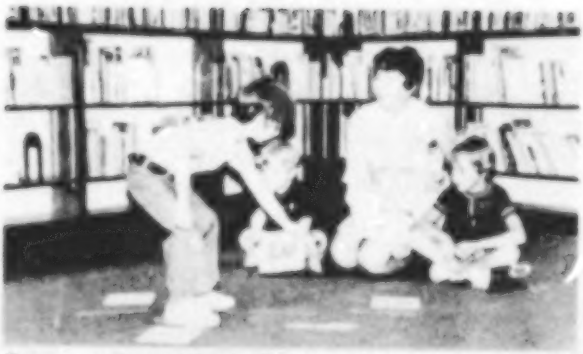
Within each Learning Disability Kindergarten remediation is provided in six general areas:

SPEECH . . . Special emphasis is placed on clear speech, depending on each child's unique learning needs.

LANGUAGE . . . Project Developed Language Activities as well as Distar Language, Peabody Kits, Systems 80 and the Talking Alphabet may be employed by the teacher depending upon the needs and learning style of a particular child.

AUDITION . . . Developmental Learning Tapes, a Language Master, Pictures That Rhyme and other oral programs are used to meet a child's individual auditory needs.

VISION . . . Perceptual training, utilizing Project Developed Activities, Frostig and Dubnoff Programs is prescribed according to individual needs.



FINE AND GROSS MOTOR DEVELOPMENT . . . Is provided through regular physical activities, rhythm programs and the Move-Grow-Learn Activities.

EMOTIONAL-SOCIAL DEVELOPMENT . . . Behavior modification programs are provided when indicated, and small group activities are structured to build self-esteem and promote social skills.

PROFESSIONAL SERVICES TO CHILDREN ENROLLED IN REGULAR KINDERGARTEN CLASSROOMS

Children whose screening test scores indicate that they possess learning deficiencies, yet who do not qualify for the learning disability kindergarten, are scheduled for additional instruction in the regular kindergarten classroom.

A professional diagnostic team consisting of a speech therapist, a social worker, a psychologist and a staff of learning disability consultants provides special educational services to children enrolled in regular kindergarten classes.

THE SPEECH THERAPIST tests children for speech impairments and develops speech therapy programs for individual and small group instruction. Parents are involved in home activities and are kept informed of their child's progress.

THE SOCIAL WORKER provides consultation to students, parents and administrators, refers students to health, social and psychiatric agencies, and develops behavior modification programs for students in both the home and the school.

ITINERANT CONSULTANTS work closely with regular kindergarten teachers and provide additional individualized and small group instruction for students deficient in the areas of language, vision, audition and fine and gross motor development.

CONSULTANT SERVICES TO TEACHERS IN REGULAR KINDERGARTEN CLASSROOMS

Professional staff members provide consultant services to regular kindergarten and first grade teachers throughout the school year. Consultant services include in-service workshops, demonstrations of teaching materials and techniques, assistance in establishing Parent Volunteer Programs and consultation in instructional planning.

Project sponsored in-service WORKSHOPS have involved kindergarten and first grade teachers in a variety of programs designed to help teachers individualize learning programs and increase teaching effectiveness.

Demonstrations of EDUCATIONAL MATERIALS and teaching techniques are available upon request to all school districts involved in the Title III ESEA Project.

Professional staff members assist local school districts in establishing and maintaining PARENT VOLUNTEER PROGRAMS at the request of the kindergarten teacher. Trained by the Title III staff, parent volunteers provide the kindergarten teacher with valuable assistance in meeting individual learning needs.

Individual or group CONSULTATION FOR INSTRUCTIONAL PLANNING is available to teachers in local school districts.

VALIDATION RESULTS

The EARLY PREVENTION OF SCHOOL FAILURE PROJECT has effectively demonstrated that school failure can be prevented through the intervention of educational specialists prior to the experience of failure. By assessing the linguistic, motor, social, perceptual and integrative skills of children before they enter kindergarten, it is possible to prepare individual learning experiences to overcome initial learning disabilities.

The potential of the program can be seen in the screening results of over 2,500 children who went through the pre-kindergarten screening process from 1971 through 1974. Ninety-six percent of all children screened during this period were able to enter regular kindergarten classrooms. Of those, however, 41% received professional services from the Title III staff on an "as needed" basis throughout the year. Those children identified as having one or more learning disabilities, 4% of all preschoolers screened, were placed in one of the project's four Learning Disability Kindergarten Classrooms.

EFFECTIVE REMEDIATION

The retardation rate of children entering the special kindergarten classes averaged 23 months. Each child placed in a Learning Disability Classroom was expected to make one month's gain in mental age for each month of attendance. The progress of each child was measured and assessed in specific areas of ability, achievement and adjustment by using objective tests.

The growth index in mental age for each month of attendance in a Learning Disability Kindergarten for each of the three years of the EARLY PREVENTION OF SCHOOL FAILURE PROJECT is shown in Table I. The data demonstrate that achievement growth in the areas of receptive language development, visual motor coordination and psycholinguistic abilities EXCEED PROJECT OBJECTIVES.

TABLE I

MENTAL AGE GROWTH IN MONTHS
FOR EACH MONTH OF ATTENDANCE IN A
LEARNING DISABILITY KINDERGARTEN
1971 - 1974

Mental Age Growth in Months Per Month of Attendance in a LDK			Psychological Test Administered To Assess Growth In Each Area
1971-72	1972-73	1973-74	
3.12	1.95	2.10	Illinois Test of Psycholinguistic Abilities
2.39	2.48	2.78	Peabody Picture Vocabulary Test
1.39	1.81	2.59	Visual-Motor Integration

Furthermore, the percentage of children initially placed in a Learning Disability Kindergarten, who were later returned to regular classes INCREASED EACH YEAR during the project, as shown in Table II. During the first year of the project, 37% of the kindergarteners were returned to regular classes. By the end of the third year of the project, 68% of the children who entered special kindergarten classes were returned to regular classrooms!

TABLE II

PERCENT OF LEARNING DISABILITY
KINDERGARTEN CHILDREN
RETURNED TO REGULAR CLASSES
FOR EACH YEAR OF PROJECT

	YEAR		
	1971 - 72	1972 - 73	1973 - 74
Percent of LDK Children Returned To Regular Classes	37%	63%	**68%**

These findings justify the conclusion that SCHOOL FAILURE CAN BE PREVENTED when learning problems are identified early and special educational assistance is provided to remediate learning deficiencies.

PARENT COMMENTS

An integral part of the evaluation for the EARLY PREVENTION OF SCHOOL FAILURE PROJECT focused on the acceptance and involvement of parents and classroom teachers. Parents of children in Learning Disability Kindergarten Classrooms were asked to evaluate the project. Parental response to an attitudinal survey was positive and enthusiastic.

An attempt has been made to select representative comments from parents that best express the overall impressions of those surveyed.

"We feel everything possible has been done to help my child in his particular handicap."

"We are grateful their problems were pointed out to us so they could get help."

"I don't think enough can be said about the good benefits of such a school."

"I think that this program is the best thing for my kids, they have learned a lot."

"My husband and I have noticed a great improvement in our son's attitude since he started this class."

IMPORTANT NOTE

The following section of this brochure describes the resources and services that are AVAILABLE TO SCHOOL DISTRICTS THROUGHOUT THE COUNTRY and details essential information regarding how local school districts can become potential ADOPTER SCHOOLS for the EARLY PREVENTION OF SCHOOL FAILURE PROJECT.

THE
EARLY PREVENTION
OF SCHOOL FAILURE PROJECT

PRESENTS

Resources and Services Designed
To Prevent School Failure
In School Districts
Throughout the Nation

ANNOUNCING . . .

—State and Regional In-service Training Workshops

— Information on How Your District Can Become
A Potential Adopter School

— Instructions for Scheduling Your State or Regional
LEADERSHIP TRAINING CONFERENCE

— Financial Considerations for Potential Adopter Schools

— On-site Orientation, Demonstration, and Training Programs
in Peotone, Illinois

— Optional Training Resources and Materials

(1) Leadership Training Kit and Manual
(2) Supplemental Curriculum Guides
(3) Training Workshops at Selected University Sites

A DEVELOPER/DEMONSTRATOR PROJECT

EARLY PREVENTION OF SCHOOL FAILURE is one of 21 Title III ESEA projects in the nation selected by the Office of Education as a Developer/Demonstrator project for 1974-75. Under Section 306 of Title III ESEA funds have been provided to disseminate information regarding the EARLY PREVENTION OF SCHOOL FAILURE PROJECT and to encourage the adoption with modification of this highly successful and innovative program in school districts throughout the nation.

EARLY PREVENTION OF SCHOOL FAILURE has effectively demonstrated that school failure can be prevented through the early identification and remediation of developmental learning deficiencies in kindergarten children; deficiencies that would adversely affect school performance.

In order to share the exciting potential of this Title III project, this brochure has been designed for the following purposes:

(1) To identify and describe the resources and services that are available through the Title III dissemination office which will assist schools in the development and implementation of programs demonstrated to be effective in the prevention of school failure

(2) To specify the criteria that must be met by local school districts in order for them to qualify as an ADOPTING SCHOOL for this nationally validated project

SHARING

RESOURCES AND SERVICES AVAILABLE TO LOCAL SCHOOL DISTRICTS

STATE AND REGIONAL IN-SERVICE WORKSHOPS

Beginning October 1, 1974, a team from the EARLY PREVENTION OF SCHOOL FAILURE PROJECT will be available to conduct training workshops for potential adopter schools in all fifty states. The project staff will provide local districts with technical assistance and training in the development and implementation of the following:

(1) A unique and effective preschool screening program for all kindergarten children to identify those who may have moderate and/or severe learning problems in one or more of the processes of speech, language, audition, vision, motor coordination and emotional-social development.

(2) An in-service training program emphasizing the importance of recognizing and providing for individual differences and special needs of all children.

(3) Profile supportive services for developing Model Learning Disability Kindergarten Classrooms and Special Education Services for regular kindergarten classrooms to meet individual and special needs of all kindergarten children.

Participation in the state and regional workshops will give representatives from adopter schools an opportunity to acquire knowledge and skills to apply in developing an effective program engineered to individualize the learning activities of kindergarten children and prevent school failure in their home schools.

Criteria To Be Met By Adopter Schools

In order for an ADOPTER SCHOOL DISTRICT to participate in the demonstration of project activities, the following criteria must be met:

(1) Members of the professional staff from the EARLY PREVENTION OF SCHOOL FAILURE PROJECT will conduct in-service Leadership Training Programs in local school districts for 50 to 200 participants. It is expected that the state or regional sponsor will share the cost of travel expense, if possible, for the training team to and from the training site. The team members from the Title III headquarters will include the following:

- Project Director/Curriculum Specialist
- Cooperating School Superintendent
- Project Learning Disability Consultant
- Project Kindergarten Teacher
- Project Parent Volunteer (optional)

(2) If more than 200 persons participate in the workshop, a second team from the EARLY PREVENTION OF SCHOOL FAILURE PROJECT will be available for the training workshop. It is expected that the regional or state sponsor will share in the travel expense for the additional training team.

(3) Each adopter school will agree to send a team of persons which includes an administrator, a kindergarten teacher, a first grade teacher, a parent volunteer, (optional) and a learning disability teacher to a two-day LEADERSHIP TRAINING CONFERENCE.

(4) The adopter school district will agree to purchase one of the Leadership Training Kits with Manuals. (Cost: $50.00)

(5) The adopter school district will agree to purchase consumable materials for the Leadership Training Conference at a cost of $5.00 per participant.

(6) The adopter school district will agree to send team members to a one-day follow-up leadership training conference.

Scheduling Your State or Regional Leadership Training Conference

In order to meet the growing demand for Title III training teams to conduct in-service workshops for potential adopting schools, the FIRST and THIRD WEEK of every month have been designated LEADERSHIP TRAINING WEEKS. From noon Wednesday through noon Friday of each LEADERSHIP TRAINING WEEK, EARLY PREVENTION OF SCHOOL FAILURE training teams work throughout the country to develop and implement programs to prevent school failure.

In order to avail each adopter school the opportunity to participate in a LEADERSHIP TRAINING CONFERENCE, school administrators are advised to consult the enclosed calendar in order to confirm a date for the training team to visit their area.

In order to make arrangements for a state or regional LEADERSHIP TRAINING CONFERENCE phone or write:

Mrs. Luceille Werner, Director
Early Prevention of School Failure
114 North Second Street
Peotone, Illinois 60468
Phone: (312) 258-3478

Financial Considerations For Potential Adopter Schools

The cost for implementing the EARLY PREVENTION OF SCHOOL FAILURE PROJECT is minimal. No special facilities are required. In order to develop, implement and maintain a similar program in a home school, the adopter district should consider the following costs:

(1) Four days of in-service training during the school year for a five member team from each adopter school.

(2) Materials cost including one Leadership Training Kit and a set of curriculum guides. (Cost: $50.00)

(3) Handout materials for team members from each adopter district. (Cost: $5.00 per person)

(4) Consumable screening materials for pre-kindergarten children. (Cost: $1.00 per child)

(5) Provision for Special Education Staff to serve approximately 800 children. Suggested staff requirements include:

— 3 Learning Disability Teachers
— ½ Time Psychologist
— ½ Time Social Worker
— 1 Speech and Language Specialist

(6) Additional special education materials and equipment to serve children with moderate and severe learning problems. (Cost Estimate: $5.00 per child)

(7) Total Estimated Costs for Program:

(1) In-service Start-up Cost for Materials	$ .75 per child
(2) Screening Materials	1.00 per child
(3) Special Education Staff Services	25.00 per child
(4) Additional Special Education Materials and Equipment	5.00 per child
Total	$31.75 per child (above normal costs)

(Cost and use of special education staff services are flexible.)

II. ON-SITE ORIENTATION, DEMONSTRATION AND TRAINING PROGRAM

Beginning October 1, 1974 through May 31, 1975 personnel from potential adopter schools will have the opportunity to attend a two-day on-site ORIENTATION DEMONSTRATION AND TRAINING PROGRAM at the EARLY PREVENTION OF SCHOOL FAILURE PROJECT headquarters in Peotone, Illinois. Visiting participants will have an opportunity to observe screening and diagnostic programs, individualized learning programs developed for both regular and learning disability kindergarten classrooms and the utilization of appropriate evaluation techniques.

Participants will develop a written individualized learning program utilizing the field tested educational materials prepared by the Title III staff. Preparation of Individualized Program Outlines will be supervised by training leaders.

The two-day on-site orientation, demonstration and training programs are presented during the SECOND WEEK of each month at the Title III project headquarters in Peotone, Illinois. Participating guests are requested to confirm advance reservations for the on-site demonstration by contacting the Title III Office. Please refer to the enclosed calendar to select the dates most appropriate for your training needs and contact:

Mrs. Luceille Werner, Director
Early Prevention of School Failure
114 North Second Street
Peotone, Illinois 60468
Phone: (312) 258-3478

III. OPTIONAL TRAINING RESOURCES

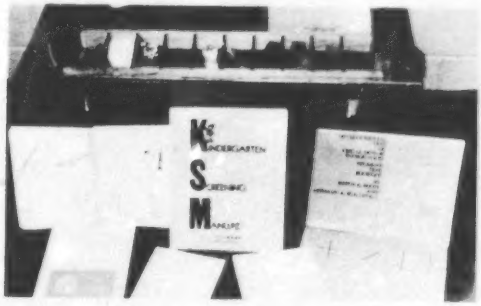
Leadership Training Kit And Manuals

The Title III staff has developed a Leadership Training Kit designed to train local school personnel in the skills of preschool screening, diagnosis of learning problems and prescriptive educational planning. The Leadership Training Kit consists of a 35mm color sound filmstrip and is designed to give an overview of the program and describes project services available to parents, teachers and children.

The Leadership Training Manual which accompanies each filmstrip program provides detailed information on the demonstration of the kindergarten screening process, practice exercises for developing screening skills, and information on the use of other exportable materials available through the Title III Dissemination Office. The Leadership Training Kit also includes five curriculum guides to assist teachers, parents and administrators in the development of the EARLY PREVENTION OF SCHOOL FAILURE PROGRAM.

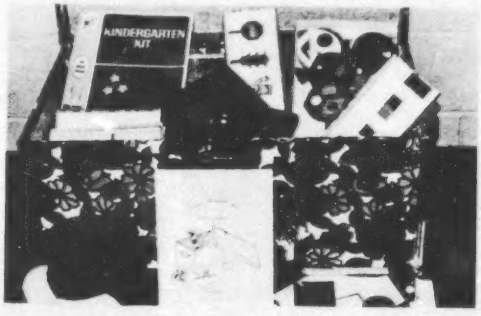
Supplemental Curriculum Guides

The Title III staff h s developed a variety of useful and creative instructional materials esp cially suited for both the learning disability and regular kindergarten teacher. These materials are available at cost to local school districts.



(1) KINDERGARTEN SCREENING PROGRAM MANUAL
The manual describes a set of procedures designed to assess a preschool child's readiness for kindergarten. Sample organizational procedures, letters, etc. are included, 22 pages. Cost: $2.00.

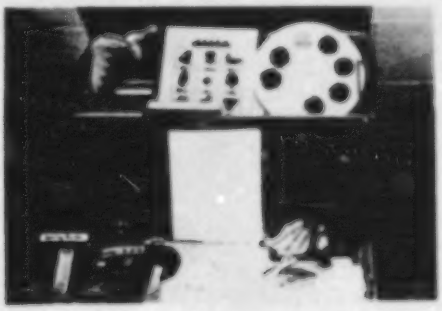
(2) PRESCHOOL LANGUAGE SCALE KIT AND MANUAL
A staff developed test kit validated with samplings of more than 2,000 children. The kit assesses language skills, comprehension, speech, pre-reading skills and writing abilities. The test uses toys to assess levels of developmental maturity and correlates results with the Binet Test. Instructional manual included. Cost: $39.50.



(3) PORTABLE RESOURCE KIT GUIDE
A developmental guide of suggested methods and techniques for using 40 instructional materials in each of the areas of language development, visual, auditory and motor coordination. A list of equipment and skill index are included, 82 pages. Cost: $4.50.

(4) DEVELOPMENTAL MATERIALS FOR LEARNING CENTERS
A guide for developing materials and activities in a sequential arrangement of the auditory, visual, motor, math and language areas for learning centers, 20 pages. Cost: $1.00.

(5) IN TOUCH WITH PARENTS
A folder of materials including sample newsletters, Parent-Child Activity Booklets, Suggestions for Parent Volunteer Programs and Parent Groups. Cost: $4.25.



(6) RECIPES FOR HOMEMADE TEACHING MATERIALS
Contains many creative ideas that kindergarten and first grade teachers will find invaluable in teaching art, color, language, math, motor, shape and science skills, 62 pages. Illustrated. Cost: $3.00.

(7) BUILDING READINESS THROUGH PERCEPTUAL SKILLS
A guide which describes activities suitable for the development of visual, tactile, auditory and kinesthetic skills. 66 pages. Cost: $5.00.

(8) APRENDAMOS JUNTOS (LET'S LEARN TOGETHER)
A guide which contains learning materials and suggested activities which are especially suited for the kindergarten classroom in which there are both English- and Spanish-speaking children learning together, 27 pages. Cost: $2.00.

Training Workshops
At Selected University Sites

In cooperation with selected colleges and universities in Illinois, the EARLY PREVENTION OF SCHOOL FAILURE training staff will sponsor six one-week regional training conferences during the 1974-75 school year. The planned purpose of these intensive in-service workshops is to train school personnel in an effective method of screening kindergarten children for the purpose of implementing appropriate educational plans to meet individual learning needs.

Workshop participants will develop techniques of identifying and remediating moderate and severe learning problems in the area of language, fine and gross motor development, vision, audition, speech and social/emotional adjustment. Participants will have an opportunity not only to observe children being screened, but also to actually participate in the administration of the screening tests. Packaged materials will be developed by each participant.

OPTIONAL COLLEGE CREDIT. In conjunction with the host college or university, participants will have the option of earning college credit during the training workshop. For more information regarding University Training Workshops please contact:

Mrs. Luceille Werner, Director
Early Prevention of School Failure
114 North Second Street
Peotone, Illinois 60468
Phone: (312) 258-3478

Early Prevention of School Failure

MONTHLY CALENDAR OF ACTIVITIES
October 1, 1974 - June 1, 1975

			M	T	W	Th	F
October	1st Week	Leadership Training Workshop			2	3	4
	2nd Week	On-site Orientation Demonstration			9	10	11
	3rd Week	Leadership Training Workshop			16	17	18
	4th Week	Innsbruck Seminar — Austria			23	24	25
November	1st Week	Leadership Training Workshop			6	7	8
	2nd Week	On-site Orientation Demonstration			13	14	15
	3rd Week	Leadership Training Workshop			20	21	22
	4th Week	University Training Workshop			27	28	29
December	1st Week	Leadership Training Workshop			4	5	6
	2nd Week	On-site Orientation Demonstration			11	12	13
	3rd Week	Leadership Training Workshop			18	19	20
	4th Week	University Training Workshop					
January	1st Week	Leadership Training Workshop			1	2	3
	2nd Week	On-site Orientation Demonstration			8	9	10
	3rd Week	Leadership Training Workshop			15	16	17
	4th Week	University Training Workshop	20	21	22	23	24
February	1st Week	Leadership Training Workshop			5	6	7
	2nd Week	On-site Orientation Demonstration			12	13	14
	3rd Week	Leadership Training Workshop			19	20	21
	4th Week	University Training Workshop	24	25	26	27	28
March	1st Week	Leadership Training Workshop			5	6	7
	2nd Week	On-site Orientation Demonstration			12	13	14
	3rd Week	Leadership Training Workshop			19	20	21
	4th Week	University Training Workshop	24	25	26	27	28
April	1st Week	Leadership Training Workshop			2	3	4
	2nd Week	On-site Orientation Demonstration			9	10	11
	3rd Week	Leadership Training Workshop			16	17	18
	4th Week	University Training Workshop	21	22	23	24	25
May	1st Week	Leadership Training Workshop			7	8	9
	2nd Week	On-site Orientation Demonstration			14	15	16
	3rd Week	Leadership Training Workshop			21	22	23
	4th Week	University Training Workshop	26	27	28	29	30

EARLY PREVENTION OF SCHOOL FAILURE

Request Form for Materials, Information and Services

Name _____ Position _____

(School Affiliation) (School Address) (Office Phone)

I Wish to Purchase the Following MATERIALS at Cost:

_____ Kindergarten Screening Program Manual $2.00

_____ Preschool Language Survey Kit and Manual $39.50

_____ Portable Resource Kit Guide $4.50

_____ Building Readiness Through Perceptual Skills $5.00

_____ Developmental Materials for Learning Centers $1.00

_____ Aprendamos Juntos (Let's Learn Together) $2.00

_____ Recipes for Homemade Teaching Materials $3.00

_____ In Touch With Parents $4.25

_____ Leadership Training Kit $50.00

MAKE CHECKS PAYABLE TO:
Peotone School District #207-U

One set of materials will be sent free to the designated state-wide facilitator.

My district is interested in becoming a potential Adopter School. I have read the CRITERIA FOR BECOMING AN ADOPTER SCHOOL and would like to reserve the date indicated below for a Training Conference:

First Preference: _____
First Week
Third Week of _____
(MONTH)

Alternate Preference: _____
First Week
Third Week of _____ _____
(MONTH)

I Wish to Reserve the Following Days for an ON-SITE VISITATION to the Title III Headquarters in Peotone, Illinois.

Number of People in Party _____

First Preference: _____

Month _____ Date _____

Alternate Preference:

Month _____ Date _____

Early Prevention of School Failure

ILLINOIS TITLE III ESEA PROJECT

Serving . . .

Beecher 200-U	**Laraway 70-C**	**Union 81-C**
Braidwood 5	**Peotone 207-U**	**Wilmington 209-C**
Channahon 17-C	**Reed Custer High School 206**	**St. Rose (Private)**
Custer Park 44-C	**Rockdale 84**	**Zion Lutheran (Private)**
Elwood 203	**Troy 30-C**	

Early Prevention of School Failure Program was selected as a Nationally Validated Project by the Office of Education, Washington, D.C. The program was one of twelve Title III ESEA projects to receive the Pacesetter award from the Executive Secretary of the Office of Education, Washington, D.C. It was selected as the Special Education Model for 1973-74 and presented to the President and the Congress on April 5, 1974 at the annual meeting of the National Advisory Council for Supplementary Centers.

The project received a rating of 100 percent from an outside professional validation team of evaluators for innovativeness, effectiveness/success, cost effectiveness and exportability. The project staff has hosted hundreds of United States visitors presented at numerous state and national conferences and been invited to present leadership training workshops for a number of school districts in the nation to assist potential school adopters and state facilitators in implementing a similar program.

Mrs. Luceille Werner was invited to present the program at the Fifth Annual World Congress on Reading in Vienna Austria in August 1974 and was featured at the nine day Innsbruck Seminar, in Austria from October 23, to 31, 1974.

Project Director, Mrs. Luceille Werner, has received letters of commendation from officials of the local, state, national and international levels. Mrs. Werner is pictured below with Mr. Mark Scheurich, Chairman of Special Education Board and Mr. Jack Pierce, Administrative Superintendent, discussing the plans for state, national and international dissemination activities.

EC080584

ANNUAL REPORT TO THE PRESIDENT AND THE CONGRESS

By: The National Advisory Council on Supplenentary Centers and Services
For: The Modal Special Education Nationally Validated Project in the Nation

Southern Will County, Illinois

Failure in school can be prevented if the potential pitfalls for a student are identified early enough and if special help is provided to students with learning disabilities, according to the findings of a Title III-funded project operating in Peotone, Illinois.

The project is a model of cooperation and of using the right people at the right time. Twelve public school districts and two private districts, spread over an area of 536 square miles, are sharing the services provided by the project's staff of a director, psychologist, social worker, learning disability specialists, speech therapist and teacher aides.

The potential of the project can be seen in the screening results for the 1971-72 school year. Of 811 children who went through the pre-kindergarten screening process, 96% entered regular kindergarten classrooms. Of those, however, 41% received professional services, as needed, throughout the year. The children identified as having one or more serious learning disabilities--4% the preschoolers--were placed in one of the project's four learning disability classes.

Diagnosis: Spotting Potential Problems

Children are individually screened during the summer before school opens for learning problems in the processes of speech, language, hearing, vision, motor coordination and emotional/social development. Each screening session lasts for approximately 1-½ hours. Parents attend the session and are given an extensive orientation to the program.

Tests are scored immediately, with one of three results. The child needs further testing and possible placement in a learning disability classroom; he needs professional services in the regular classroom; or he is ready for entrance into a regular class, with no special needs indicated at the time of entrance.

The Learning Disability Classroom

The project's four learning disability classrooms use commercial and teacher-made materials to provide instruction to a limited enrollment of 10 students per classroom. Students who enter the classes are expected to make a month's gain for each month of attendance. Progress is measured and assessed in specific areas of ability, achievement and adjustment by using objective tests.

During the first year of the project, the retardation rate of children entering the special classes averaged 23 months. By the end of the year, more than 35% of the kindergartners had been returned to regular classes. For every month spent in the special classes, they demonstrated an achievement growth of 2.39 months in receptive language development, 1.39 months' growth in visual motor coordination, 3.12 months' growth in psycholoinguistic abilities. During the second year of the project, the number of students who were returned to regular classes jumped to 63%.

Part of the evaluation for the "LD" classrooms, as well as every other aspect of the program, focuses on the acceptance and involvement of parents and classroom teachers. Several parents evaluated the project in a very heartfelt manner:

- "We feel that everything possible has been done to help our child in his particular learning handicap."
- "We are grateful their problems were pointed out to us so they could get help."
- "My husband and I have noticed a great improvement in our son's attitude since he started this class."

Other Services: Itinerant Help; Special Training

Children and teachers in the regular classrooms receive itinerant help on a regular basis, or as needed in individual cases. The speech therapist tests children for speech therapy programs for individual and small-group instruction. Parents are involved in home activities and are kept informed of their child's progress.

The social worker consults with students, parents and administrators and refers students to health, social and psychiatric agencies. In some situations, he develops behavior modification programs for students in both the school and the home. Other itinerant consultants work with students individually or in small groups when deficiencies are noted in the areas of language, vision, hearing or motor development.

The results of the itinerant services surprised even the project staff. Students who had been identified by their teachers for special help during the year scored above national norms in end-of-the-year testing.

Itinerant and special help is provided to teachers in the regular kindergarten classrooms through a variety of inservice workshops that concentrate on helping teachers to individualize instruction. Project staff also assist with parent volunteer programs and with the development, selection and demonstration of materials and teaching aids.

Teachers may attend university classes or other model programs--all arranged by project staff.

Inexpensive, effective and adoptable kindergarten screening programs and tests have been developed to assist in gathering information needed to modify instructional programs. Project staff have also developed a scale that enables teachers to determine the programs which will cause the student the least amount of frustration and provide maximum benefits.

How Much Does It Cost?

The Project reports that costs for implementing the program would be minimal--about $110 per child above normal costs. The money should be spent in three areas which hold the keys to success for the program: Staff training, use of special education specialists, and program planning.

The project says several additional factors need to be considered by any school interested in starting a similar-type special education program:

- Parents, teachers and special education staff must work on a cooperative basis in ensuring an appropriate program.
- Preservice and inservice training is a must for teachers to assist them in modifying the learning experiences of kindergartners with moderate to severe learning problems. Teachers must be willing to individualize instruction to meet their needs and in doing so, to allow and encourage parent participation.
- A screening program should be used to determine each child's functioning level.
- An appropriate administrative structure must be developed that allows for the use of services based on the children's needs.

The project staff conclude that the exportable aspects of the project make it possible for any school district to develop an effective, innovative

program which can give all kindergartners a positive start toward success in school.

For further information contact: Mrs. Luceille Werner, Project Director
114 North Second Street
Peotone, Illinois 60468

Telephone: 312-258-3478

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DIFFUSION NETWORK CATALOG OF
DEVELOPER - DEMONSTRATOR PROJECTS
ADOPTER INFORMATION

TITLE OF PROGRAM: EARLY PREVENTION OF SCHOOL FAILURE DATE: 7/1/75

DESCRIPTION OF PROGRAM CODE NUMBER: 004

PRIMARY SUBJECT MATTER

Moderate and severe learning disabilities in areas of speech language audition, motor coordination, and emotional-social development.

POPULATION DESCRIPTORS: Early Childhood, Ages 4 to 6

PROCESS DESCRIPTORS

Screening all children and planning appropriate individualized educational programs for the regular kindergarten and the learning disability kindergarten settings. Adopter program available for screening pre-school children in English and Spanish.

DIRECTOR OF PROGRAM: MRS. LUCEILLE WERNER

ADDRESS

EARLY PREVENTION OF SCHOOL FAILURE PROJECT, TITLE III ESEA
114 NORTH SECOND STREET
PEOTONE, ILLINOIS - 60468
PHONE - 312-258-3478

SOURCE OF FUNDS FOR DIFFUSION

State Title III ESEA Dissemination Grant and 306 Grant

PROJECTS DATES: JULY 1, 1971 - OPERANT

DIFFUSION DATES: JULY 1, 1974 - OPERANT

TARGET POPULATION

LOCALE

57% Rural (30% Farm, 70% Non-Farm

35% Suburban

8% Urban

___ Inner City

EC 080 554

SOCIO-ECONOMIC LEVEL BASED ON AVERAGE FAMILY INCOME

Low income (less than $4,000.00)	16%
Middle income ($4,000.00 - $15,000 00)	62%
High income (more than $15,000.00)	22%

TOTAL NUMBER OF SCHOOLS INVOLVED: 13

TYPE OF SCHOOL

X	Preschool	X	Elementary	___	Middle/Junior
___	Senoir High	___	Special		

DEVELOPMENTAL LEVELS: Pre-Kindergarten. Kindergarten and First Grade

COMMUNITY

Twelve public school districts and two private districts spread over an area of 536 square miles are served by the project. The geographical area includes farm small town, and suburban school districts. Socio-economic groups rang from one low district through several average districts to several districts with high tax base.

STUDENT CHARACTERISTICS

Students served in the area include groups with a wide range of socio-economic, academic potentiality, and naturalities represented. Kindergarten programs focus on the individual needs of each group and vary from Individually Guided Instruction, Open Classroom to Traditional Settings and Visitors may mix and match the flexibility of the Title III ESEA activities to meet the needs of their student population.

LEARNER-UNIT

Class size may range from 15 to 37 children in one kindergarten class.

GENERAL OBJECTIVES OF PROGRAM

The goal of the Early Prevention of School Failure Project is to prevent school failure through early identification and remediation of developmental learning deficiencies in kindergarten children; deficiencies that would adversely affect their school performance. The goal is achieved by the successful accomplishment of general project objectives:

To SCREEN all kindergarten children during the summer prior to their initial enrollment in school in order to identify learning problems that could adversely affect school performance.

To provide PROFESSIONAL SERVICES to all children who are enrolled in regular kindergarten classrooms

To provide SPECIAL EDUCATION SERVICES for children identified as having moderate or severe learning problems through the development of Model Learning Disability Classrooms

To DISSEMINATE the model program to other school districts.

THRUSTS

To utilize and develop effective screening instruments.

To design appropriate classroom methods and materials for individualized learning.

To provide consultant services to teachers in the regular kindergarten classrooms

To initiate Parent Volunteer Programs

To provide inservice training for Teachers, Parents and Administrators

To develop specialized screening tests for bilingual Spanish children.

To disseminate an economical and effective pre-school screening program.

DESCRIPTION OF CLASSROOM PROGRAM

RATIONALE

The Early Prevention of School Failure Project was proposed as a solution to the perplexing problems of early identification and early remediation of academic deficiencies.

METHOD

A professional diagnostic team (special teachers, speech therapist social worker and psychologist) provides special educational services in regular kindergarten classes Each learning disability kingergarten is staffed by a learning disability teacher and a teacher assistant. Also, parents are a valuable source of assistance for the kindergarten teacher.

EDUCATIONAL PROCESS

In learning disability classrooms of fifteen children, the teacher and teacher assistant provide a highly individualized prescriptive program. A variety of activities and resources are used to meet individual needs.

A regular program of activities is provided in the regular kindergarten classroom. The help of professional services provides individual instruction for student deficiencies. Of special interest to students are the Learning centers in math and language.

OUTCOMES

Prevention of School Failure through educational enrichment and iddividualization at an early age.

PROGRAM SCHEDULE

Four Learning Disability Classes - Daily
Consultant Services to ALL Kindergarten Teachers - Weekly
Screening of ALL Kindergarten Chilren - June and September
Inservice Workshops for Parents Teachers, Administrators - Four Days a Year

OUTCOMES OF PROGRAM:

LEARNER-BASED

The Early Prevention of School Failure Project has effectively demonstrated that school failure can be prevented through the intervention of educational specialists prior to the experience of failure By assessing the linguistic, motor, social, perceptual and integrative skills of children before they enter kindergarten, it is possible to prepare individual learning experiences to overcome initial learning disabilities

Two-thousand five hundred children went through the prekindergarten screening process from 1971 through 1974. Ninety-six percent of all children screened during this period were able to enter regular kindergarten classrooms. Of those, however, 41% received professional services from the Title III staff on as "as needed" basis throughout the year Those children identified as having severe learning disabilities, 4% of all preschoolers screened were placed in one of the project's four Learning Disability Kindergarten Classrooms.

In three years the analysis computed a linear function of selected variables of 2,400 children and values were then computed which indicated a correct placement prediction of 82.3%.

The retardation rate of children entering the special kindergarten classes averaged 23 months Each child placed in a Learning Disability Classroom was expected to make one month's gain in mental age for each month of attendance. The progress of each child was measured and assessed in specific areas of ability, achievement and adjustment by using objective tests.

Achievement growth in the areas of receptive language development visual motor coordination and psycholinguistic abilities EXCEEDED PROJECT OBJECTIVES.

Furthermore, the percentage of children initially placed in a Learning Disability Kindergarten who were later returned to regular classes, INCREASES EACH YEAR during the project. During the first year of the project, 37% of the kindergarteners were returned to regular classes By the end of the third year of the project, 68% of the children who entered special kindergarten classes were returned to regular classrooms.

NON-LEARNER BASED

An integral part of the evaluation for the Early Prevention of School Failure Project focused on the acceptance and involvement of parents and classroom teachers. Parents of children in Learning Disability Kindergarten Classrooms were asked to evaluate the project. Parental response to an attitudinal survey was positive and enthusiastic.

Over 200 parents were trained and assisting in the regular classroom to provide for children with a modified program to meet their needs.

Evaluation data and follow-up to the classroom indicate teachers have implemented program activities to prevent school failure.

Additional LEA Financial support provided voluntarily for teacher substitutes additional classes in LD 1st grade, and improved school facilities

Increased awareness and acceptance of continuation services acquired by Special Education by kindergarten teachers, principals and parents

Greater teacher awareness of remedial techniques for specific perceptible modalities, social and emotional adjustment.

Improved teacher attitude toward individualizing remedial practices

Increased utilization and acceptance of parent volunteers and teacher aides to assist in the classroom

Increased communication and cooperation within and between personnel creation of effective administrative procedure materials, methods and assessment instruments.

Improved organizational patterns in grade K and in all school districts to facilitate individual learning.

CRITERIA TO BE USED BY DEVELOPER-DEMONSTRATORS IN THE SELECTION OF ADOPTERS:

In order for an ADOPTER SCHOOL DISTRICT to participate in the demonstration of project activities, the following criteria must be met:

Members of the professional staff from the Early Prevention of School Failure Project will conduct in-service Leadership Training Programs which consist of the following: Philosophy, Screening, Staffing, and Educational Planning in local school districts for 50 to 200 participants. It is expected that the state or regional sponsor will share the cost of travel expense if possible, for the training team to and from the training site. The team members from the Title III headquarters will include the following:

Project Director/Curriculum Specialist
Cooperating School Superintendent
Project Learning Disability Consultant
Project Kindergarten Teacher
Project Parent Volunteer (optional)

If more than 200 persons participate in the workshop, a second team from the Early Prevention of School Failure Project will be available for the training workshop. It is expected that the regional or state sponsor will share in the travel expense for the additional training team.

Each adopter school will agree to send a team of persons which includes an administrator a kindergarten teacher a first grade teacher a parent volunteer (optional) and a learning disability teacher to a two-day Leadership Training Conference.

The adopter school district will agree to purchase one of the Leadership Training Kits and Manuals (Cost: $50 00) and one Language Scale Kit (Cost: $39 50)

The adopter school district will agree to purchase consumable materials for the Leadership Training Conference at a cost of $10.00 per team member.

The adopter school district will agree to send team members to a one-day follow-up leadership training conderence.

The adopter school will agree to furnish screening and follow-up statistics.

TARGET POPULATION CHARACTERISTICS REQUIRED FOR ADOPTION:

Preschool, Kindergarten and first grade children ages generally 4 through 6.

Regular and Special Education Teachers of Kindergarten and Primary Grades.

Parents and administrators responsible for children of kindergarten and primary grades.

This program is adoptive to any type of general school program served by special education personnel

POPULATION SIZE REQUIREMENTS FOR ADOPTION:

One primary classroom of 20 or more children served by a regular teacher who may utilize special education expertise in the local school district.

The program has the Flexibility to be modified to meet the needs of the children to be served because of the pilot program tested over 2 400 children from a wide range of ethnic social and economic backgrounds

Population size is not an important factor in any of the above mentioned stages

STAFFING REQUIREMENTS FOR ADOPTION

STAFF PER SCHOOL BUILDING:

One Kindergarten Teacher
One Learning Disability Teacher
One Cooperating Adminstrator or Curriculum Consultant
One Parent Volunteer (optional)
One Title I Reading Teacher (optional)

STAFF FROM EACH BUILDING THAT WOULD BE INVOLVED IN INSTALLATION:

All Kindergarten teachers to be involved
All Learning Disability teachers to be involved
All Building Administrators to be involved
One Parent per building to be involved

MATERIAL REQUIREMENTS

COMMERCIAL SCREENING MATERIALS:

1. Peabody Picture Vocabulary Test, American Guidance Service, Inc.
2. Developmental Test of Visual-Motor Integration (VMI) Follett Educational Corporation
3. Photo-Articulation Test Interstate Printers and Publishers Inc

Commercial materials and equipment normally found in regular kindergarten classroom.

OTHER INSTRUCTIONAL MATERIALS (prepared at cost):

One Set of Materials Per School District		Cost
A.	Kindergarten Screening Program Manual	$ 2.00
B	Preschool Language Survey Kit and Manual	39.50
C	Portable Resource Kit Guide	4.50
D	Building Readiness Through Perceptual Skills	5.00
E.	Developmental Materials for Learning Centers	1.00
F	Aprendamos Juntos (Let's Learn Together)	2.00
G	Recipes for Homemade Teaching Materials	3.00
H	In Touch with Parents	4.25
I	Leadership Training Kit	50.00

FACILITIES REQUIREMENTS: No Special facilities required.

EQUIPMENT REQUIREMENTS: No special equipment required.

INSERVICE TIME

Two days Leadership Training for school district team (4 persons)
One day Follow-up Inservice for district team (4 persons)
(Substitute teachers' salary and team travel expense)

SCREENING MATERIALS (Available from Publisher)

One Language Scale Kit	$39.50
Ten Dollars for curriculum per team member (4)	40 00
Guides and Printed Materials Workshop	____
One Peabody Picture Vocabulary Test Manual	____
One Developmental Test of Visual Motor Integration (VMI)	____
Manual	____
Scoring Form (1 pack)	____

FOLLOW-UP SPECIAL SERVICES

Special Education Staff and/or Title I Teacher. (Cost is flexible based on program and staff availability in local school district)

FINANCIAL RESOURCES

TOTAL ESTIMATED COSTS FOR PROGRAM:

Training assistance in screening and other services determined by extent of service and available support

Cost and use of district special education staff services are flexible

DESCRIPTION OF PROGRAM COMPONENTS

Adopter Program to train school district staff in effective preschool screening placement and follow-through

Inservice workshops on specific aspects of total program:
- Demonstration of Screening Techniques
- Individualizing the Regular Classroom
- Parent Volunteer Program
- Model Learning Disability Classroom
- Materials and Methods
- Use of Learning Centers
- The Diagnostic-Presceptive Approach towards Individualizing the Child's Program
- Others on Request

The screening program can be adopted without any of the other components Each of the other components can be adopted independently after the screening component has been adopted

DESCRIPTION OF ADOPTER PROGRAM STAGES

1st - Screening Program just be adopted to use other components effectively

2nd - Any of the other components may be adopted to provide for a modified program to meet individual needs of each child after screening data has been obtained.

Time Line For Adopter Program

1. Awareness Level of Total Program - One day leadership training with team.

2. Screening Program - One day leadership training with team from the school center
3 All other Components of Program - One additional day leadership training with team from the adoptive school center with one follow-up in-service day

TRAINING REQUIRED FOR ADOPTER PROGRAM

PRE-ADOPTION TRAINING

Each adopter school will agree to send a team of persons which includes an administrator, a kindergarten teacher a first grade teacher a parent volunteer (optional) and a learning disability teacher to a two-day LEADERSHIP TRAINING CONFERENCE.

OTHER TRAINING

The adopter school district will agree to send team members to a one-day follow-up leadership training conference.

For further information contact your State Facilitator or Luceille Werner Director, 114 North Second Street Peotone, Illinois 60468 312-258-3478.